

**THE ATTAINMENT OF SOCIAL CAPITAL WITH ADOLESCENT GIRLS LIVING AT
THE INTERSECTION OF RACE AND POVERTY IN A COMMUNITY-BASED
PEDAGOGICAL SPACE KNOWN AS AUNTIE'S PLACE**

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ABSTRACT

This study examines how Black adolescent girls living at the intersection of race and poverty access social capital through involvement in a community-based pedagogical space known as "Auntie's Place." Employing a theoretical framework that fuses African American female literacies, social capital theory and spirituality, the researcher reviews existing scholarship and primary documents to present an historical examination of how peoples of African descent have created means of education in venues outside of school. The findings inform the educator, community leader and parent who are stakeholders in the lives of Black girls on improving the overall quality of life for economically disadvantaged Black girls and their communities. Based on the historical and empirical research findings, the author argues that educational actors including teachers, administrators, policy makers, and researchers will recognize the impact spirituality and community learning spaces may have on Black girls' self-worth and scholastic success.